



Kindergarten English Language Arts Item Specifications

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. [Priority standards appear in blue in this document.](#)

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Kindergarten English Language Arts Priority Standards

Reading

Kindergarten English Language Arts: Priority Standard		K.R.1.A.b
1 A MLS b	<p>Develop and apply skills to the reading process.</p> <p>Comprehension</p> <p>With assistance, develop and demonstrate reading skills in response to read-alouds by: asking and responding to questions about texts read aloud</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will develop and demonstrate reading skills in response to questioning during the read-aloud. The student will develop and demonstrate reading skills by responding to questions about the text. The student will construct text-related questions during a read-aloud with assistance. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Open-ended questions Links to standard: K.R.1.B.e 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Who are the characters? What is the setting? What is the problem? What was the solution?

Kindergarten English Language Arts: Priority Standard		K.R.1.B.e
1 B MLS e	Develop and apply skills to the reading process. Vocabulary With assistance, develop an understanding of vocabulary by: using words and phrases acquired through conversations, reading and being read to, and responding to texts	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will develop an understanding of vocabulary by responding to questions being asked about a text during a read-aloud or independent reading. The student will develop and demonstrate understanding of content vocabulary. The student will develop an understanding of vocabulary by applying content vocabulary during a conversation when prompted during a read-aloud and in response to a text. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Cross-curricular ties with all subject areas Open-ended questioning Teach vocabulary prior to using anchor charts and word walls. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Have students turn to a partner and discuss a story. “The setting is ____.” “I know the character is happy because ____.” “I think the most important part of the book is ____ because ____.” “Something new I learned was ____.” “My favorite part of the story is ____ because ____.”

Kindergarten English Language Arts: Priority Standard		K.R.1.D.a
1 D MLS a	<p>Develop and apply skills to the reading process.</p> <p>Independent Text</p> <p>Read independently for sustained periods of time by: engaging with text as developmentally appropriate</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will read a text independently.</p>		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Cross-curricular ties with social studies Accuracy and assessment per district District reading level needs to be what district deems appropriate. Consider developmental stage. Some students may look at pictures, others may look at pictures as well as letters/letter sounds, etc. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Priority Standard		K.R.2.A.a
2 A MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Text Features</p> <p>With assistance, read, infer, and draw conclusions to: identify elements of a story, including setting, character, and key events</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions. The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to identify the setting and characters of a story. The student will read, infer, and draw conclusions to identify major events that happen in a story. The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Cross-curricular ties with social studies Audio suggestion for reading of non-readers The student will work toward listing at least three major events The student will read and be engaged in a shared reading process. Infer: to derive by reasoning; conclude or judge from evidence Inference: assumption based on available information Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated Conclusion: assumption developed as the next logical step for given information 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> What do we know about [CHARACTER]? The story says _____. What do you know about _____? [INFERENCE QUESTION] <i>Example:</i> The text said the kid was shivering. What do you know about shivering? How could the boy be feeling? The text said [CHARACTER] sat at their desk. Where might the story be taking place?

Kindergarten English Language Arts: Priority Standard		K.R.3.A.a
3 A MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>With assistance, read, infer, and draw conclusions to: identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions. The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to understand what a topic is. The student will read, infer, and draw conclusions to understand what an expository text is. The student will read, infer, and draw conclusions to use words and/or illustrations of a text to help determine key details of a topic. The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Cross-curricular ties with social studies The student should be able to read and be engaged in a shared reading process prior to meeting this standard. Expository text: text that explains Infer: to derive by reasoning; conclude or judge from evidence Inference: assumption based on available information Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated Conclusion: assumption developed as the next logical step for given information 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Why do you think the author wrote this book? How did the [LABELS, DIAGRAM, ILLUSTRATION, GRAPH, MAP, ETC.] help us understand the information? What did we learn from the [CHART, MAP, LABELS, DIAGRAM, ILLUSTRATION, GRAPH, ETC.]? What would the author want us to do after reading this information? What do you notice about the [PICTURE, MAP, CHART, ETC.] that the text did not tell us? What did you hear in the text that we did not see in the picture?

Kindergarten English Language Arts: Priority Standard		K.R.3.C.c
3 C MLS c	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
	Text Structures	
	With assistance, read, infer, and draw conclusions to:	
	name the main topic and recall key details of the text	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will demonstrate understanding of inferring and drawing conclusions.• The student will make inferences and draw conclusions based on texts during read-aloud.• The student will read, infer, and draw conclusions to recall the main topic of a text.• The student will read, infer, and draw conclusions to recall important details of a text.• The student will apply strategies in text from different cultures and times.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• With assistance and/or prompting• Locally assessed• The student should be able to read and be engaged in a shared reading process prior to meeting this standard.• Recall: retell• Infer: to derive by reasoning; conclude or judge from evidence• Inference: assumption based on available information• Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated• Conclusion: assumption developed as the next logical step for given information		<u>Sample Stems</u> <ul style="list-style-type: none">• What is the text about?• What are some things you remember from the text?• What caused ____?• What happened after ____ and why?• How did ____ solve the problem of ____?

Reading Foundations

Kindergarten English Language Arts: Priority Standard		K.RF.1.A.a
1 A MLS a	Understand how English is written and read (Start of Reading Foundations). Print Awareness Develop print awareness in the reading process by: identifying all upper- and lowercase letters	
<u>Expectation Unwrapped</u> The student will develop print awareness by identifying upper- and lowercase letters.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed The students should understand concepts of print (book-handling skills) prior to meeting this standard. 		<u>Sample Stems</u> <ul style="list-style-type: none"> What is the name of this letter? Find the letter ____. Underline the uppercase letter ____. Circle the lowercase letter ____. Color the letter ____. Put your finger under the letter ____ in the word. Circle all the letter ____ in the sentence.

Kindergarten English Language Arts: Priority Standard		K.RF.1.A.c
1 A MLS c	<p>Understand how English is written and read (Start of Reading Foundations).</p> <p>Print Awareness</p> <p>Develop print awareness in the reading process by: demonstrating that books are read left to right, top to bottom</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will develop print awareness by demonstrating that books are read left to right. The student will develop print awareness by demonstrating that books are read top to bottom. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed The students should understand concepts of print (book-handling skills) prior to meeting this standard. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Show me the cover of the book. Show me the back of the book. Where do we start reading? Where do we go next? After we finish this line, where do we go next?

Kindergarten English Language Arts: Priority Standard		K.RF.1.A.f
1 A MLS f	<p>Understand how English is written and read (Start of Reading Foundations).</p> <p>Print Awareness</p> <p>Develop print awareness in the reading process by: demonstrating one-to-one correspondence between spoken words and written words</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop print awareness in the reading process by demonstrating one-to-one correspondence between spoken words and written words.</p>		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Assessment is locally- and district-based for proficiency. The student should understand concepts of print (book-handling skills) prior to meeting this standard. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Using a predictable text, say: “Touch each word as you read the book to me. I’ll do the first page, and you watch.”

Kindergarten English Language Arts: Priority Standard		K.RF.2.A.a
2 A MLS a	Understand how English is written and read.	
	Phonemic Awareness	
	Develop phonemic awareness in the reading process by:	
	identifying sounds in spoken words	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 1</u>
<ul style="list-style-type: none">• The student will develop phonemic awareness in the reading process by identifying sounds in words.• The student will develop phonemic awareness in the reading process by segmenting words.• The student will identify the number of words in a sentence.• The students will identify the number of syllables in a word.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• Repeat my sentence. “I like school.” How many words are in the sentence?• Say ____ (e.g., pancake). Let’s clap the syllables in the word ____ (e.g., pancake). How many syllables are in this word?

Kindergarten English Language Arts: Priority Standard		K.RF.2.A.b
2 A MLS b	Understand how English is written and read. Phonemic Awareness Develop phonemic awareness in the reading process by: producing rhymes in response to spoken words	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will develop phonemic awareness in the reading process by understanding sound patterns and syllables.• The student will develop phonemic awareness in the reading process by calling and responding to rhyming words.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed		<u>Sample Stems</u> <ul style="list-style-type: none">• Can you think of a word that rhymes with ____?• Using poetry/predictable text with rhyme, ask students to predict what rhyme might come next.

Kindergarten English Language Arts: Priority Standard		K.RF.2.A.c
2 A MLS c	<p>Understand how English is written and read.</p> <p>Phonemic Awareness</p> <p>Develop phonemic awareness in the reading process by: distinguishing orally presented rhyming pairs of words from non-rhyming pairs</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will have a clear understanding of phonemic awareness of sounds, blends, and connecting two letters. The student will develop phonemic awareness in the reading process by understanding sound patterns and syllables. The student will develop phonemic awareness in the reading process by calling and responding to rhyme words. 		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> I'll say two words and you repeat the words. [DOG/JOG, PIG/FIG/, BAD/HIT, ETC.] Do the words rhyme?

Kindergarten English Language Arts: Priority Standard		K.RF.2.A.e
2 A MLS e	Understand how English is written and read.	
	Phonemic Awareness	
	Develop phonemic awareness in the reading process by: blending spoken onsets and rimes to form simple words	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will develop phonemic awareness in the reading process by recognizing and reciting onsets.• The student will develop phonemic awareness in the reading process by recognizing and reciting the onset and rime of a given word.• The student will develop phonemic awareness in the reading process by blending onsets and rimes to create simple words.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed• Onset: the initial phonological unit of any word (e.g., “c” in cat)• Rime: the string of letters that follow the onset, usually a vowel and final consonants (e.g., “at” in cat).		<u>Sample Stems</u> <ul style="list-style-type: none">• Listen to these words: sat, said, sit. What sound is at the beginning of all these words?• Listen and repeat: /m/ (student repeats /m/), /at/ (student repeats /at/). What word does /m/ /at/ make?

Kindergarten English Language Arts: Priority Standard		K.RF.2.A.f
2 A MLS f	<p>Understand how English is written and read.</p> <p>Phonemic Awareness</p> <p>Develop phonemic awareness in the reading process by: blending spoken phonemes to form one-syllable words</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop phonemic awareness in the reading process by demonstrating understanding of blending phonemes to form and recite one-syllable words.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Prior to meeting this standard, the students must be able to do the following: <ul style="list-style-type: none"> Recognize and recite onset (initial sounds of words). Recognize and recite the onset and rime of a given word. Blend onsets and rimes to create simple words. Phonemes: any of the perceptually distinct units of sound in a specified language that distinguish one word from another (e.g., p, b, d, and t in pad, pat, bad, and bat) Students should master CVC words before adding digraphs or blends. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> I’m going to talk like a robot. Listen to the sounds and tell me what I am trying to say. <p>/s/ /i/ /t/ /b/ /a/ /g/</p> <p>Blend the sounds to make the word.</p>

Kindergarten English Language Arts: Priority Standard		K.RF.2.A.g
2 A MLS g	<p>Understand how English is written and read.</p> <p>Phonemic Awareness</p> <p>Develop phonemic awareness in the reading process by: isolating the initial, medial, and final sounds in spoken words</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop phonemic awareness in the reading process by isolating initial, medial, and final sounds in spoken words.</p>		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Prior to meeting this standard, the students must be able to do the following: <ul style="list-style-type: none"> Recognize and recite onset (initial sounds of words). Recognize and recite the onset and rime of a given word. Blend onsets and rimes to create simple words. Demonstrate understanding of blending phonemes by recognizing and reciting one-syllable words. A CVC word follows the pattern of consonant sound, vowel sound, and consonant sound. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> What is the first sound you hear in [CVC WORD]? What is the last sound you hear in [CVC WORD]? What is the middle sound in [CVC WORD]? How many sounds are in the word [CVC WORD]? For example: cat /c/ /a/ /t/ has three sounds. What sounds do you hear in [CVC WORD]? For example: dog /d/ /o/ /g/.

Kindergarten English Language Arts: Priority Standard		K.RF.2.A.h
2 A MLS h	<p>Understand how English is written and read.</p> <p>Phonemic Awareness</p> <p>Develop phonemic awareness in the reading process by: segmenting spoken words into two or three phonemes</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop phonemic awareness in the reading process by segmenting words into two or three phonemes.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> What are the sounds you hear in “me”? Tap and say the sounds you hear in “me.” /m/ /e/ Supply students with three chips/cubes. Push a chip for each sound you hear in the word “lip.” /l/ /i/ /p/ (Students should move each chip/cube as they say the individual sounds.)

Kindergarten English Language Arts: Priority Standard		K.RF.3.A.a	
3 A MLS a	Understand how English is written and read.		
	Phonics		
	Develop phonics in the reading process by:		
	producing and writing letter(s) for most short vowel and consonant sounds		
<u>Expectation Unwrapped</u> The student will develop phonics in the reading process by producing and writing letters with the correct short vowel and consonant sounds.		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative	
<u>Content Limits/Assessment Boundaries</u> • Locally assessed • Prior to meeting this standard, the student must be able to do the following: <ul style="list-style-type: none">○ Recognize and recite onset (initial sounds of words).○ Recognize and recite the onset and rime of a given word.○ Blend onsets and rimes to create simple words.○ Demonstrate understanding of blending phonemes by recognizing and reciting one-syllable words.○ Isolate initial, medial, and final sounds in spoken words (e.g., /m/-m, /a/-a, /t/-t = mat)		<u>Sample Stems</u> • What letter makes the /h/ sound? • What letter makes the /a/ sound? • What letter makes the /t/ sound? • What word did we write? • Write the word “big.” Listen to the sounds /b/ /i/ /g/ and write them.	

Kindergarten English Language Arts: Priority Standard		K.RF.3.A.b
3 A MLS b	<p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by: reading high-frequency words</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop phonics in the reading process by recognizing and reading high-frequency words.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Proficiency is based on district requirements. High-frequency words: common words that appear often in written and spoken language (e.g., the, of, and, a, to, in, is, you) 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the list of words. (Give students a high-frequency word list.) Look for the word [IS, IT, ON, THE, A, TO, ETC.] in the text. Underline/ circle the word each time you see it.

Kindergarten English Language Arts: Priority Standard		K.RF.3.A.c
3 A MLS c	<p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by: blending letter sounds to decode simple words</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop phonics in the reading process by blending letters and sounds to decode simple words.</p>		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Proficiency is based on district requirements. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Touch each letter in the word. Make the sound as you touch each letter. Pull the sounds together to make the word.

Kindergarten English Language Arts: Priority Standard		K.RF.3.A.d
3 A MLS d	<p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by: recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will develop phonics in the reading process by recognizing the change in the onset, medial sound, and rime of a given word. The student will develop phonics in the reading process by recognizing or reciting words that have a different onset or rime. The student will develop phonics in the reading process by recognizing or writing words and/or simple messages using letter-sound knowledge. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Proficiency is based on district requirements. Change in onset and rime (e.g., cat > c-a-t > c/b > b-a-t > bat) Words with different onset/rime (e.g., bat, cat: rap, rat) 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> How do you spell cat? If we take off the c and add a b at the beginning, what did we spell? If you can spell cat, you can spell [BAT, FAT, MAT, RAT, SAT, ETC.]. Look at the word sit. If we take away the /s/, what do we have left? Say /bat/. What is the middle sound in /bat/? /a/. Change /a/ to /i/. Now what is the word?

Writing

Kindergarten English Language Arts: Priority Standard		K.W.2.A.a
2 A MLS a	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>With assistance, draw/write opinion texts that: use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will form an opinion about a topic. The student will use drawing and/or writing to express an opinion about a topic or text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> With assistance and/or prompting Cross-curricular ties with science and social studies 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> My favorite ____ is ____ because ____. ____ is the best because ____. ____ made a good choice/bad choice because ____. You should vote for ____ because ____.

Kindergarten English Language Arts: Priority Standard		K.W.2.A.b
2 A MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>With assistance, draw/write opinion texts that: give logical reasons for suggesting that others follow a particular course of action or line of thinking</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will form logical opinions about a specific topic or text and draw/write that opinion, with assistance if needed. The student will recite logical reasons as to why their opinions are valid and draw/write those opinions, with assistance if needed. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed with assistance, including having open conversations around specific topics or texts and giving students opportunities to state their opinions (Not assessed—observation only) Cross-curricular ties with science and social studies 		<u>Sample Stems</u>

Kindergarten English Language Arts: Priority Standard		K.W.2.A.c
2 A MLS c	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>With assistance, draw/write opinion texts that: use words that are related to the topic</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will recite and write words on a topic.</p>		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed through student’s ability to use words as related to topic or text during dialogue • Cross-curricular ties with science and social studies 		<u>Sample Stems</u>

Kindergarten English Language Arts: Priority Standard		K.W.2.B.a
2 B MLS a	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>With assistance, draw or write informative/explanatory texts that: use a combination of drawing and/or writing to name and inform about a topic or a text being studied</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use a combination of drawing and/or writing to name and inform or explain about a topic or text being studied.</p>		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informative/explanatory
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed with assistance, including having open conversations around specific topics or texts and giving students opportunities to state their opinions (Not assessed—observation only) • Cross-curricular ties with all subject areas • Informative/Explanatory: Informative writing conveys facts/information. Explanatory writing uses procedures and processes to convey information. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • Write about what you learned from [BOOK, VIDEO, ETC.]. • Explain how to [PLAY A GAME, MAKE SOMETHING, ETC.]. • Write the steps to make a [SANDWICH, SNOWMAN, ETC.].

Kindergarten English Language Arts: Priority Standard		K.W.2.B.b
2 B MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>With assistance, draw or write informative/explanatory texts that: use words that are related to the topic</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will recognize and use words that are related to a topic in writing, with assistance if needed.</p>		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Informative/explanatory</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with math and social studies • Informative/Explanatory: Informative writing conveys facts/information. Explanatory writing uses procedures and processes to convey information. • T-chart, Venn diagram; draw or list steps related to topic or text. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Priority Standard		K.W.2.C.a
2 C MLS a	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>With assistance, draw and/or write fiction or non-fiction narratives and poems that: use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will demonstrate understanding of using imagination to retell a thought. The student will use a combination of drawing and/or writing to narrate a story or imagined experience in order to write fiction or nonfiction narratives. The student will use a combination of drawing and/or writing to narrate a story or imagined experience in order to write fiction or nonfiction poems. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed The student should be able to recognize fiction and nonfiction text with assistance. The student should be able to identify components within a poem or narrative text. Journaling; writing center; open discussions; drawing thoughts (imagination; story telling; personal reflections) 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Write a memory about [A BIRTHDAY, A FAMILY TRIP, ETC.]. Write about yourself [HOW YOU LOOK, WHAT YOU LIKE, ETC.]. Make your own story about a snowman coming to life.

Kindergarten English Language Arts: Priority Standard		K.W.2.C.b
2 C MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>With assistance, draw and/or write fiction or non-fiction narratives and poems that: tell the reader about a character or personal event</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will retell a story about a character or personal event and then draw and/or write about it in fiction or nonfiction narratives. The student will retell a story about a character or personal event and then draw and/or write about it in fiction or nonfiction poems. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed; writing process; interactive writing exercises Cross-curricular ties with social studies 		<u>Sample Stems</u>

Kindergarten English Language Arts: Priority Standard		K.W.2.C.c
2 C MLS c	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>With assistance, draw and/or write fiction or non-fiction narratives and poems that: place events in the order they occurred</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will draw and/or write fiction or nonfiction narratives and/or poems in sequential order.</p>		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed 		<u>Sample Stems</u>

Kindergarten English Language Arts: Priority Standard		K.W.2.C.d
2 C MLS d	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>With assistance, draw and/or write fiction or non-fiction narratives and poems that: use words that are related to the topic</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use topic-related words to draw and/or write fiction and nonfiction narratives and/or poems.</p>		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • T-chart, Venn diagram; draw or list steps as related to topic or text 		<u>Sample Stems</u>

Kindergarten English Language Arts: Priority Standard		K.W.2.C.e
2 C MLS e	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>With assistance, draw and/or write fiction or non-fiction narratives and poems that: provide a reaction to what happened in the events</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will draw and/or write a reaction to an event that happened in a story, topic, and/or text in fiction or nonfiction narratives and/or poems.</p>		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Test in third or fourth quarter. • The student should be able to understand cause and effect prior to meeting this standard. • The student will describe feelings of the characters. 		<u>Sample Stems</u>

Language

Kindergarten English Language Arts: Priority Standard		K.L.1.A.d	
1 A MLS d	Communicate using conventions of English language.		
	Grammar		
	In speech and written form, apply standard English grammar to:		
	demonstrate the use of complete sentences in shared language activities		
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will, in speech and written form, apply standard English grammar to speak in complete sentences.• The student will need to know how to communicate in complete sentences while speaking.		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed		<u>Sample Stems</u> <ul style="list-style-type: none">• Give students sentence stems to help them form complete sentences. Examples:• This weekend I ____.• The best gift I ever received was ____.• Someday I hope ____.• My favorite character is ____ because ____.	

Kindergarten English Language Arts: Priority Standard		K.L.1.B.a
1 B MLS a	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: print in upper- and lowercase letters	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will, in written text, use upper- and lowercase letters correctly.• The student will correctly form upper and lower-case letters in writing.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed• Students will print upper and lower-case letters that corresponds with appropriate sounds.• Teacher will model holding a pencil and forming letters correctly.		<u>Sample Stems</u> <ul style="list-style-type: none">• Write a lowercase ____.• Write a capital ____.• Should we use a capital letter or a lowercase letter next?

Kindergarten English Language Arts: Priority Standard		K.L.1.B.b
1 B MLS b	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: recognize that a sentence ends with punctuation marks	
Expectation Unwrapped The student will, in written text, use proper punctuation when writing a sentence.		DOK Ceiling – 1
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types
Content Limits/Assessment Boundaries • Locally assessed		Sample Stems • What should we add to the end of our sentence? • This sentence is telling us something. What should we put at the end of our sentence? • We are asking a question. How should we end this sentence? • There is an exclamation point here. How should I read the sentence? • I am excited when I read my sentence. How should I end this sentence?

Kindergarten English Language Arts: Priority Standard		K.L.1.B.d
1 B MLS d	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: capitalize the first word in a sentence	
Expectation Unwrapped The student will, in written text capitalize the first word in a sentence when writing.		DOK Ceiling – 1
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types
Content Limits/Assessment Boundaries • Locally assessed		Sample Stems • We are starting a new sentence. What kind of letter should we use? • What’s wrong with this sentence? (Display a simple sentence without a capital letter at the beginning.)

Speaking/Listening

Kindergarten English Language Arts: Priority Standard		K.SL.3.A.c
3 A MLS c	Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly using conventions of language when presenting individually or with a group by: confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will speak clearly, using conventions of language, when presenting individually. The student will speak clearly, using conventions of language, when presenting to a group. The student will speak clearly, using conventions of language, when retelling information. The student will speak clearly, using conventions of language, when asking appropriate questions. The student will speak clearly, using conventions of language, when responding to read-alouds or other media. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed Cross-curricular ties with all subject areas 		<u>Sample Stems</u> <ul style="list-style-type: none"> What questions do you have about ____? What do you wonder about ____? Tell me about the ____. Turn to your shoulder partner and retell the [BEGINNING, MIDDLE, END] of the story.

Kindergarten English Language Arts Content Standards

Reading

Kindergarten English Language Arts: Content Standard		K.R.1.A.a
1 A MLS a	Develop and apply skills to the reading process. Comprehension With assistance, develop and demonstrate reading skills in response to read-alouds by: predicting what might happen next in a text based on the cover, title, and illustrations	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will develop and demonstrate reading skills in response to read-alouds by making predictions throughout the story. The student will develop and demonstrate reading skills in response to read-alouds by making predictions about the text based on book features. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Cross-curricular ties with social studies Read the text, including book features, to the student. Links to standards: K.R.1.A.b, K.R.1.B.e 		<u>Sample Stems</u> <ul style="list-style-type: none"> The title of this story is _____. What do you think this story is about? When you look at this picture, what do you think will happen next?

Kindergarten English Language Arts: Content Standard		K.R.1.A.c
1 A MLS c	Develop and apply skills to the reading process. Comprehension With assistance, develop and demonstrate reading skills in response to read-alouds by: retelling main ideas or important facts from a read-aloud or familiar story	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will develop and demonstrate reading skills by retelling main ideas from a read-aloud or familiar story. The student will develop and demonstrate reading skills by retelling important facts from a read-aloud or familiar story. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Cross-curricular ties with social studies 		<u>Sample Stems</u> <ul style="list-style-type: none"> What was the story mostly about? Retell the story to a friend. What are some things you remember from the story?

Kindergarten English Language Arts: Content Standard		K.R.1.A.d	
1	Develop and apply skills to the reading process.		
A	Comprehension		
MLS	With assistance, develop and demonstrate reading skills in response to read-alouds by:		
d	connecting the information and events of a text to experiences		
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will develop and demonstrate reading skills by making personal and text-to-text connections during read-alouds when prompted.</p>		<u>DOK Ceiling – 3</u>	
		<p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>	
		<p style="text-align: center;"><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>	
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies 		<p style="text-align: center;"><u>Sample Stems</u></p> <ul style="list-style-type: none"> • Has ____ ever happened to you? • Have you ever ____? • How is this book like another book we've read? • How is ____ like ____? • How is ____ different from ____? 	

Kindergarten English Language Arts: Content Standard		K.R.1.A.e	
1	Develop and apply skills to the reading process.	<p>Expectation Unwrapped</p> <p>The student will develop and demonstrate reading skills by listening to a read-aloud and then recognizing the beginning, middle, and end of the story.</p>	
A	Comprehension		
MLS	With assistance, develop and demonstrate reading skills in response to read-alouds by:		
e	recognizing beginning, middle, and end		
		DOK Ceiling – 1	
		Item Format	
		Selected Response, Constructed Response, Technology Enhanced	
		Text Types	
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>	
Content Limits/Assessment Boundaries		Sample Stems	
<ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Text should have a narrative structure. 		<ul style="list-style-type: none"> • What happened first/next/last? • How did the story begin/end? • Retell the story to a friend using puppets. • Look at the pictures from the story and put them in the order that they happened. 	

Kindergarten English Language Arts: Content Standard		K.R.1.B.a
1 B MLS a	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>With assistance, develop an understanding of vocabulary by: identifying and sorting pictures of objects into conceptual categories</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will develop an understanding of vocabulary by identifying pictures of objects. • The student will develop an understanding of vocabulary by sorting and categorizing pictures of objects. • The student will develop an understanding of vocabulary by putting pictures of objects into ideal (conceptual) categories. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with all subject areas • Matching T-chart assessment with a minimum of two categories 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • Place all the pictures with ____ on this side of the T. Place all the pictures without ____ on the other side of the T. • Look at the pictures. Which ones are pictures of plants? Which are pictures of animals? Sort them into two groups. • Look at the group of lower/uppercase letters you have been given. Which letters are [TALL/SHORT, HANG BELOW LINE/DO NOT HANG BELOW LINE, HAVE CURVED LINES/DON'T HAVE CURVED LINES]?

Kindergarten English Language Arts: Content Standard		K.R.1.B.b
1 B MLS b	Develop and apply skills to the reading process. Vocabulary With assistance, develop an understanding of vocabulary by: demonstrating understanding of opposites (antonyms)	
<u>Expectation Unwrapped</u> The student will develop an understanding of vocabulary by identifying opposites (antonyms) in pictures and texts.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• With assistance and/or prompting• Locally assessed• Cross-curricular ties with math and social studies• The student must understand the concept of synonyms (same).• The student should be able to determine whether two pictures or two words are synonyms prior to meeting this standard.• Antonyms: opposites		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.1.B.c
1 B MLS c	Develop and apply skills to the reading process. Vocabulary With assistance, develop an understanding of vocabulary by: distinguishing meaning between verbs describing the same action	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will develop an understanding of vocabulary by identifying a verb by picture or in a text.• The student will develop an understanding of vocabulary by comparing verbs of the same action by picture or in a text.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• With assistance and/or prompting• Locally assessed• Cross-curricular ties with social studies• Verb: action		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.1.B.d
1 B MLS d	Develop and apply skills to the reading process. Vocabulary With assistance, develop an understanding of vocabulary by: using a picture dictionary to find words	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will develop an understanding of vocabulary by using a picture dictionary with assistance.• The student will develop an understanding of vocabulary by vocabulary by finding a word using the picture dictionary.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• With assistance and/or prompting• Locally assessed• Cross-curricular ties with social studies• Matching and/or multiple choice• The student should be able to identify what a picture dictionary is and use prior knowledge of recognizing the alphabet in chronological order prior to meeting this standard.		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.1.C.a
1 C MLS a	Develop and apply skills to the reading process. Making Connections With assistance, determine the connection between: Text-to-self (text ideas and own experiences)	
<u>Expectation Unwrapped</u> The student will make personal connections to the text with prompting.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies • Anecdotal (written) notes • Links to standard K.R.1.A.d 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.1.C.b
1 C MLS b	<p>Develop and apply skills to the reading process.</p> <p>Making Connections</p> <p>With assistance, determine the connection between:</p> <p>Text-to-text (text ideas including similarities and differences in fiction and nonfiction)</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will distinguish the difference between fiction and nonfiction. • The student will identify similarities and differences between two texts. • The student will make text-to-text connections. • The student will compare two texts based on text-to-self connections. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies • Links to standard K.R.1.A.d 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.2.A.b
2 A MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>With assistance, read, infer, and draw conclusions to: retell a main event from a story read aloud and familiar stories</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to retell a main event of a familiar story and/or a read-aloud when prompted. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies • Audio suggestion for reading of nonreaders • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.2.A.c
2 A MLS c	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
	Fiction	
	With assistance, read, infer, and draw conclusions to:	
	recognize sensory details and recurring phrases	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 1</u>
<ul style="list-style-type: none">• The student will demonstrate understanding of inferring and drawing conclusions.• The student will make inferences and draw conclusions based on texts during read-aloud.• The student will read, infer, and draw conclusions to recognize sensory details and recurring phrases when prompted reading independently or during read-aloud.• The student will apply strategies in text from different cultures and times.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none">• With assistance and/or prompting• Locally assessed• Cross-curricular ties with social studies• Audio suggestion for reading of nonreaders• The student should be able to read and be engaged in a shared reading process prior to meeting this standard.• Recurring phrases can be found in the beginning, throughout the text, or in the ending of phrases.• Sensory details: sight, smell, taste, touch, hearing• Infer: to derive by reasoning; conclude or judge from evidence Inference: assumption based on available information• Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated• Conclusion: assumption developed as the next logical step for given information• Examples of repeated phrases: <i>Brown Bear, Brown Bear; Chicka Chicka Boom Boom</i>		

Kindergarten English Language Arts: Content Standard		K.R.2.A.d
2 A MLS d	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Fiction With assistance, read, infer, and draw conclusions to: recognize different types of texts	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions. The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to demonstrate differences and similarities in different types of texts. The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed The student should be able to read and be engaged in a shared reading process prior to meeting this standard. Infer: to derive by reasoning; conclude or judge from evidence Inference: assumption based on available information Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.2.A.e
2 A MLS e	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Fiction With assistance, read, infer, and draw conclusions to: name author and illustrator of a story and describe how each is telling the story	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to define what an author and an illustrator are. • The student will read, infer, and draw conclusions to explain how the author and the illustrator contribute to the telling of a story. • The student will read, infer, and draw conclusions to identify the author and the illustrator in a story. • The student will read, infer, and draw conclusions to acknowledge the concepts of print for title, author, and illustrator. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.2.A.f
2 A MLS f	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Fiction With assistance, read, infer, and draw conclusions to: compare and contrast adventures of characters in familiar stories	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will demonstrate understanding of inferring and drawing conclusions The student will make inferences and draw conclusions based on texts during read-aloud. The student will read, infer, and draw conclusions to understand the vocabulary of compare, contrast, adventures, and characters. The student will read, infer, and draw conclusions to make predictions about adventures of characters in familiar stories. The student will read, infer, and draw conclusions about adventures of characters in familiar stories. The student will read, infer, and draw conclusions to demonstrate understanding of comparing and contrasting adventures of characters in familiar stories. The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Cross-curricular ties with social studies The student should be able to read and be engaged in a shared reading process prior to meeting this standard. Infer: to derive by reasoning; conclude or judge from evidence Inference: assumption based on available information Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.2.A.g
2 A MLS g	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to ask and answer questions about unknown words in a text while reading independently and/or during read-aloud. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • End-of-the-year assessment skill • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.2.B.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Poetry With assistance, read, infer, and draw conclusions to: respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	
B		
MLS		
a		
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to identify a rhyme. • The student will read, infer, and draw conclusions to have a clear understanding of phonemic awareness of sounds, blends, and two connecting letters. • The student will read, infer, and draw conclusions to understand sound patterns and syllables. • The student will read, infer, and draw conclusions to call and respond to rhyming words. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Audio suggestion for reading of nonreaders • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Text Types</u> Literary: e.g., poetry
		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.2.C.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
C	Drama	
MLS	With assistance, read, infer, and draw conclusions to:	
a	identify characters in a puppet play or performance by actors	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
<ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to understand what a character is. • The student will read, infer, and draw conclusions to identify the characters in a play. • The student will apply strategies in text from different cultures and times. 		<u>Item Format</u>
		Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		Literary: drama
<ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • The student should be able to understand what a play is prior to meeting this standard. • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.3.A.b
3 A MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>With assistance, read, infer, and draw conclusions to: use titles and illustrations to make predictions about text</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions using titles and illustrations to make predictions about the text. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • The title of this text is _____. What do you think this text is about? • When you look at this picture, what do you think will happen next?

Kindergarten English Language Arts: Content Standard		K.R.3.A.c
3 A MLS c	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>With assistance, read, infer, and draw conclusions to: identify text features</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to identify text features. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Text features: e.g., title, author, table of contents, illustrations, glossary • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.3.A.d
3 A MLS d	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>With assistance, read, infer, and draw conclusions to: identify the meaning of environmental print</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to identify environmental print. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with social studies • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Environmental print: e.g., classroom labels, labels for objects inside and outside the classroom • Literacy enriched environment: e.g., word walls, pictures to match environment • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.3.B.a
3 B MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>With assistance, read, infer, and draw conclusions to: respond to examples of sensory details</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to respond to examples of sensory details from a text. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Senses/sensory details: sight, hearing, taste, touch, smell • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.3.C.a
3 C MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>With assistance, read, infer, and draw conclusions to: ask and answer questions to clarify meaning</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to ask and answer questions to clarify meaning when prompted. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.3.C.b
3 C MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>With assistance, read, infer, and draw conclusions to: identify basic similarities and differences between two texts on the same topic</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to distinguish the difference between fiction and nonfiction. • The student will read, infer, and draw conclusions to identify similarities and differences between two texts on the same topic. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.3.C.d
3 C MLS d	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in a text</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will demonstrate understanding of inferring and drawing conclusions. • The student will make inferences and draw conclusions based on texts during read-aloud. • The student will read, infer, and draw conclusions to ask and answer questions about unknown words in a text while reading. • The student will apply strategies in text from different cultures and times. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science • The student should be able to read and be engaged in a shared reading process prior to meeting this standard. • Infer: to derive by reasoning; conclude or judge from evidence • Inference: assumption based on available information • Draw conclusion: to use information that is implied or inferred to make meaning out of what is not clearly stated • Conclusion: assumption developed as the next logical step for given information 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.4.A.a
4 A MLS a	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. Digital and Media Literacy With assistance, develop an awareness of media literacy by: identifying different forms of media	
<u>Expectation Unwrapped</u> The student will develop an awareness of media literacy by identifying different forms of media.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science and social studies • Forms of media: the means (e.g., print, broadcast, digital) through which a message is conveyed (e.g., advertisements, newspapers, radio programs) 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.R.4.A.b
4 A MLS b	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. Digital and Media Literacy With assistance, develop an awareness of media literacy by: identifying techniques used in media	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will develop an awareness of media literacy by understanding different forms of media. The student will develop an awareness of media literacy by identifying techniques used in media. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed Cross-curricular ties with science and social studies Forms of media: e.g., advertisements, newspapers, radio programs 		<u>Sample Stems</u>

Reading Foundations

Kindergarten English Language Arts: Content Standard		K.RF.1.A.b
1 A MLS b	Understand how English is written and read (Start of Reading Foundations). Print Awareness Develop print awareness in the reading process by: sequencing the letters of the alphabet	
<u>Expectation Unwrapped</u> The student will develop print awareness by sequencing the letters of the alphabet.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed The student should be able to identify the alphabet prior to meeting this standard. The student should understand concepts of print (book-handling skills) prior to meeting this standard. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.RF.1.A.d
1 A MLS d	<p>Understand how English is written and read (Start of Reading Foundations).</p> <p>Print Awareness</p> <p>Develop print awareness in the reading process by: demonstrating that written words are made up of different letters</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop print awareness in the reading process by demonstrating that written words are made up of different letters.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.RF.1.A.e	
1 A MLS e	Understand how English is written and read (Start of Reading Foundations).		
	Print Awareness		
	Develop print awareness in the reading process by:		
	knowing that a sentence is comprised of a group of words separated by spaces		
<u>Expectation Unwrapped</u> The student will develop print awareness in the reading process by knowing how to identify a sentence.		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative	
<u>Content Limits/Assessment Boundaries</u> • Locally assessed • The student should understand concepts of print (book-handling skills) prior to meeting this standard.		<u>Sample Stems</u>	

Kindergarten English Language Arts: Content Standard		K.RF.2.A.d
2 A MLS d	<p>Understand how English is written and read.</p> <p>Phonemic Awareness</p> <p>Develop phonemic awareness in the reading process by: recognizing spoken alliteration or groups of words that begin with the same onset or initial sound</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will develop phonemic awareness in the reading process by recognizing and reciting onset or initial sounds of words in alliteration.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Onset: the initial phonological unit of any word (e.g., “c” in cat) 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.RF.4.A	
4	Understand how English is written and read.		
A	Fluency		
MLS	Read, with support, appropriate texts with purpose and understanding		
<u>Expectation Unwrapped</u> The student will read, with prompting and support, appropriate texts with purpose and understanding.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed Proficiency is based on district requirements. Reading level is based on the individual student’s ability. 		<u>Sample Stems</u>	

Writing

Kindergarten English Language Arts: Content Standard		K.W.1.A.a
1	Apply a writing process to develop a text for audience and purpose.	
A	Prewriting	
MLS	Follow a writing process, with assistance, to generate a writing plan through:	
a	using pictures, oral language or written letters, and/or words	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will follow a writing process by organizing ideas in a writing plan using pictures, oral language or written letters, and/or words.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> • With assistance and/or prompting • The student will retell and comprehend their own thoughts based on their writing plan. • The student must have fine motor skills developed prior to writing. 		

Kindergarten English Language Arts: Content Standard		K.W.1.B.a	
1	Apply a writing process to develop a text for audience and purpose.		
B	Draft		
MLS	Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures		
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will use appropriate genre type by sequencing ideas from the prewriting stage. The student will use appropriate genre type by sequencing actions during the prewriting stage through letters, words, and/or pictures. 		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed Proficiency is based on the district, school, and/or teacher. Prewriting stages: pictures and words within graphic organizers The student should be able to understand sequencing prior to prewriting. The student should be familiar and comfortable with writing letters, words, and pictures. The student should understand how to label. The student should be able to express their thoughts orally and in written form prior to meeting this standard. 		<u>Sample Stems</u>	

Kindergarten English Language Arts: Content Standard		K.W.1.C.a	
1	Apply a writing process to develop a text for audience and purpose.		
C	Revise/Edit		
MLS	Reread, revise, and edit drafts with assistance from adults/peers to:		
a	respond to questions and suggestions, adding details to strengthen writing		
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will reread, revise, and/or edit drafts with assistance from adults and peers. The student will respond to questions and suggestions for revision in their writing. The student will be able to add details to their writing. 		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed/writing workshop Cross-curricular ties with social studies Writing process must be introduced to students prior to meeting this standard. Vocabulary instruction on terminology is based on the writing process with pictures. Techniques include capitalization and punctuation. 		<u>Sample Stems</u>	

Kindergarten English Language Arts: Content Standard		K.W.1.C.b
1 C MLS b	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Revise/Edit</p> <p>Reread, revise, and edit drafts with assistance from adults/peers to: edit by leaving spaces between words in a sentence</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will reread, revise, and/or edit drafts with assistance from adults and peers. The student will leave spaces between words when writing a sentence with assistance. 		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be introduced and assessed during interactive writing lessons. The student must have an understanding of letters making words prior to meeting this standard. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.W.1.D.a
1 D MLS a	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Produce/Publish and Share Writing</p> <p>With assistance from adults/peers: explore a variety of conventional/digital tools to produce and publish writing</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use a pencil and paper or a computer to write sentences.</p>		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Cross-curricular ties with social studies With assistance and/or prompting to write and/or use computer The student must have an understanding of letters making words prior to meeting this standard. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.W.3.A.a
3 A MLS a	Gather, analyze, evaluate, and use information from a variety of sources. Research Process With assistance from adults/peers: generate a list of open-ended questions about topics of class interest	
<u>Expectation Unwrapped</u> The student will apply research process to create a list of open-ended questions that relate to the topic given.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science and social studies • Open-ended questions (multiple answers) vs. close-ended questions (one answer) • The student will need to understand what open-ended and close-ended sentences are prior to meeting this standard. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.W.3.A.b
3 A MLS b	Gather, analyze, evaluate, and use information from a variety of sources. Research Process With assistance from adults/peers: decide what sources or people in the classroom, school, library, or home can answer their questions	
<u>Expectation Unwrapped</u> The student will apply research process to determine the appropriate person to interview in order to answer specific questions.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science and social studies • The student needs to understand people’s role in any environment (e.g., librarian, student, teacher, mom) prior to meeting this standard. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.W.3.A.c
3 A MLS c	Gather, analyze, evaluate, and use information from a variety of sources.	
	Research Process	
	With assistance, apply research process to:	
	gather evidence from sources	
<u>Expectation Unwrapped</u> The student will apply research process to gather appropriate evidence (i.e., facts, details, or other sources of data to provide support for claims) from sources (e.g., books, internet, movies/TV, people, peers).		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• With assistance and/or prompting• Locally assessed• Cross-curricular ties with science and social studies		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.W.3.A.d
3 A MLS d	Gather, analyze, evaluate, and use information from a variety of sources.	
	Research Process	
	With assistance, apply research process to:	
	use pictures in conjunction with writing when documenting research	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will apply the research process to use pictures and writing to document research.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> • With assistance and/or prompting • Locally assessed • Cross-curricular ties with science and social studies 		

Language

Kindergarten English Language Arts: Content Standard		K.L.1.A.a
1 A MLS a	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: identify naming words (nouns) and action words (verbs)	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will, in speech and written form, apply standard English grammar to identify and name nouns and verbs. The student will need to know how to communicate using nouns and verbs in speaking. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> With assistance and/or prompting Locally assessed The student needs to understand what a noun (person, place, thing, idea) is. The student needs to understand what a verb (action word) is. 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.L.1.A.b
1 A MLS b	Communicate using conventions of English language.	
	Grammar	
	In speech and written form, apply standard English grammar to:	
	use plural words when speaking	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will speak using plural words properly when communicating.• The student will need to know how to communicate using plural words in speaking.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.L.1.A.c
1 A MLS c	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: express time and space	
<u>Expectation Unwrapped</u> The student will, in speech and written form, apply standard English grammar to demonstrate understanding of time and space.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">Locally assessedTime and space words: positional words (e.g., on, off, in, out, from, to, with, above, below, before, after)		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.L.1.A.e
1 A MLS e	Communicate using conventions of English language.	
	Grammar	
	In speech and written form, apply standard English grammar to:	
	use question words in sentences	
<u>Expectation Unwrapped</u> The student will, in speech and written form, apply standard English grammar to use question words in sentences.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Constructed Response
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">Locally assessedCross-curricular ties with math and social studiesQuestion words: Who? What? Where? When? Why? How?		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.L.1.B.c
1 B MLS c	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: capitalize own first and last name	
Expectation Unwrapped The student will, in written text, write their name using correct capitalization.		DOK Ceiling – 1
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types
Content Limits/Assessment Boundaries • Locally assessed		Sample Stems

Kindergarten English Language Arts: Content Standard		K.L.1.B.e
1 B MLS e	Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: capitalize the pronoun “I”	
Expectation Unwrapped The student will, in written text, capitalize the pronoun “I” when writing a sentence.		DOK Ceiling – 1
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types
Content Limits/Assessment Boundaries • Locally assessed		Sample Stems

Kindergarten English Language Arts: Content Standard		K.L.1.B.f	
1 B MLS f	Communicate using conventions of English language.		
	Punctuation, Capitalization, Spelling		
	In written text:		
	write and name the printed letters that match the sound		
<div><u>Expectation Unwrapped</u></div> <div>The student will, in written text, match the sound with letters in sentences.</div>		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<div><u>Content Limits/Assessment Boundaries</u></div> <div><ul style="list-style-type: none">Locally assessed</div>		<u>Sample Stems</u>	

Kindergarten English Language Arts: Content Standard		K.L.1.B.g
1 B MLS g	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: use inventive spelling with beginning, final, and medial sounds</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will, in written text, use inventive spelling to match the sounds to letters in order to write words.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Inventive spelling: spelling a word the way it sounds 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.L.1.B.h
1 B MLS h	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: write and name letters for consonant and vowel sounds</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will, in written text, write the correct letters for consonant and vowel sounds.</p>		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Inventive spelling: spelling a word the way it sounds 		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.L.1.B.i
1 B MLS i	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: use correct spelling of own first and last names</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will, in written text, correctly spell and write their own first and last name.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u>

Speaking/Listening

Kindergarten English Language Arts: Content Standard		K.SL.1.A.a	
1	Listen for a purpose.	<u>Expectation Unwrapped</u> The student will develop and apply effective listening skills and strategies in formal and informal settings by following classroom rules while listening for a purpose.	
A	Purpose		
MLS	Develop and apply effective listening skills and strategies in formal and informal settings by:		
a	following classroom listening rules		
		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed Cross-curricular ties with social studies 		<u>Sample Stems</u>	

Kindergarten English Language Arts: Content Standard		K.SL.1.A.b
1 A MLS b	Listen for a purpose.	
	Purpose	
	Develop and apply effective listening skills and strategies in formal and informal settings by:	
	continuing a conversation through multiple exchanges	
<u>Expectation Unwrapped</u> The student will develop and apply effective listening skills and strategies in formal and informal settings by continuing a conversation through multiple exchanges.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> • Locally assessed • Cross-curricular ties with social studies		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.SL.1.A.c	
1	Listen for a purpose.	<u>Expectation Unwrapped</u> The student will develop and apply effective listening skills and strategies in formal and informal settings by following one-step directions of the classroom rules and expectations.	
A	Purpose		
MLS	Develop and apply effective listening skills and strategies in formal and informal settings by:		
c	following one-step instructions, according to classroom expectations		
		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed Cross-curricular ties with social studies 		<u>Sample Stems</u>	

Kindergarten English Language Arts: Content Standard		K.SL.2.A.a	
2	Listen for entertainment.		
A	Entertainment		
MLS	Develop and apply effective listening skills and strategies in formal and informal settings by:		
a	demonstrating active listening, according to classroom expectations		
<u>Expectation Unwrapped</u> The student will develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening skills (e.g., not interrupting when others are speaking).		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed Cross-curricular ties with social studies The student will follow classroom expectations consistently in any setting. 		<u>Sample Stems</u>	

Kindergarten English Language Arts: Content Standard		K.SL.3.A.a	
3	Speak effectively in collaborative discussions.		
A	Collaborative Discussions		
MLS	Speak clearly using conventions of language when presenting individually or with a group by:		
a	taking turns speaking, according to classroom expectations		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 1</u>	
The student will speak clearly using conventions of language when presenting individually or with a group by taking turns speaking.		<u>Item Format</u>	
		Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
<ul style="list-style-type: none"> Locally assessed Cross-curricular ties with social studies 			

Kindergarten English Language Arts: Content Standard		K.SL.3.A.b
3 A MLS b	Speak effectively in collaborative discussions.	
	Collaborative Discussions	
	Speak clearly using conventions of language when presenting individually or with a group by:	
	continuing a conversation through multiple exchanges	
<u>Expectation Unwrapped</u> The student will speak clearly using conventions of language when presenting individually or with a group by continuing a conversation through multiple exchanges.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> • Locally assessed		<u>Sample Stems</u>

Kindergarten English Language Arts: Content Standard		K.SL.4.A.a
4 A MLS a	Speak effectively when presenting.	
	Presenting	
	Speak clearly and audibly, using conventions of language when presenting individually or with a group by:	
	describing personal experiences using a prop, picture, or other visual aid	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will speak clearly using conventions of language when presenting individually or with a group by sharing personal experiences using a prop, picture, or other visual aid (e.g., show-and-tell, stories, poems).		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
• Locally assessed		

Kindergarten English Language Arts: Content Standard		K.SL.4.A.b	
4	Speak effectively when presenting.		
A	Presenting		
MLS	Speak clearly and audibly, using conventions of language when presenting individually or with a group by:		
b	speaking in complete sentences		
<u>Expectation Unwrapped</u> The student will speak clearly using conventions of language when presenting individually or with a group by speaking clearly and correctly in complete sentences.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u>	